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ABSTRACT

To reduce duplication of instruction in educational programs and to encourage faculty to cooperate in the smooth transition of students from secondary to post-secondary programs, Hagerstown Junior College and the Washington County Board of Education developed model articulation agreements between secondary and post-secondary programs in the areas of secretarial science, nursing, and distributive education. The development of the agreements involved: (1) an examination of program competencies by high school and college faculty; (2) the determination of the level at which the high school student has met the minimum criteria for completion of beginning college courses; and (3) the establishment of procedures for credentialing the student's competence by means of advanced placement, awarding of college credit, or challenge examination. The evaluation of the articulation process, which involved surveying student participants and monitoring their progress as they completed degree requirements, revealed that the process increased college enrollments and student satisfaction: 85% of the secretarial students, for example, who entered the program via the agreement, came to the college and chose the program because of the articulation process. A project is currently underway to effect system-wide articulation at the program level. The articulation agreement and forms used in the program are appended. (JP)

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Cooperation in Vocational Education Programs:

Articulation Is For Real!

A paper presented at the

1980 Kellogg Institute on Staff Development

The University of Texas at Austin

May 28, 1980

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JC 800 385

Introduction

The decade of the 1980's will witness a variety of important societal changes. Most of the changes will affect the community-junior college. Perhaps the most significant one will be the impact of learning as a life-long process on the programs and services offered by the community-junior college. Practitioners are gearing up for the new clients who personify this change. As we prepare for the new clients, it is critical not to forget that life-long learning is important to our traditional students.

In 1974 McDougle stated "the idea that any education can be classified as 'terminal' has been openly rejected by modern American educational philosophy. There has been widespread recognition...that education is a continuing life-long process. Students are no longer forced to acquire a marketable skill before leaving high school...because the...opportunities at the postsecondary level have developed to the point of allowing adults to enter specialized occupational...programs at any stage of life."¹ His insight reflects the potential inherent in articulation between secondary and postsecondary vocational programs. The result of articulation is the recognition of learning, regardless of source. Many of the community-junior college students matriculate from secondary vocational programs. How well prepared are the colleges to recognize their prior learning, credit it, then foster their progress toward their goals?

In 1976 the National Advisory Council on Vocational Education reported on a survey detailing the status of articulation between secondary and postsecondary vocational programs in the fifty states. The report indicates that "there is planned articulation between secondary and postsecondary levels of instruction in slightly less than 40% of the 48 state advisory councils that responded to the survey."² Later that year Bender indicated "an examination of state plans

for occupational education reveals relatively little attention to the problem of articulation...." He concluded by stating "the result is continuation of separatism.... Only through a sincere commitment to reverse [separation] can we achieve the ultimate good."³ Finally, in 1977 the American Vocational Association (AVA) and the American Association of Community and Junior Colleges (AACJC) undertook a joint study to determine the extent of "successful articulation" and extract "policies and procedures that help or hinder cooperation." Their statistics indicate that approximately 41% of the exemplary models "were found to be practicing successful articulation...." The final comment in the study is insightful: "There is much to be done if effective coordination and cooperation in vocational education is to be achieved on a nationwide basis."⁴ It would seem that articulation as a facet of life-long learning needs further attention and a functional model if its potential is to be realized. Hagerstown Junior College (HJC), Washington County, Maryland, and the Washington County Board of Education have been working with articulation since 1974. The resultant model has proven effective in bringing the potential inherent in articulation to fruition.

The Articulation Model

In 1974 staff from HJC and the Board of Education developed a systemwide articulation agreement (see Appendix A). The purpose of the agreement was to reduce overlap and duplication of instruction in educational programs while encouraging faculty from both agencies to cooperate in the smooth transition of students from secondary to postsecondary education. The governing boards of both agencies approved the agreement.

As a part of the agreement, specific programs sharing common components were targeted for the development of program-level articulation agreements. The first three programs which initiated work were Business Education-Secretarial Science, Practical Nursing-Associate Degree Nursing, and Distributive Education/Diversified Occupation (DE/DO) Cooperative Education. A key element in the process of developing program-level agreements was funding for participating faculty.

The Maryland State Board for Community Colleges maintains a program designed to assist colleges in developing demonstration projects that make programs more effective and increase student access. The Maryland State Board has supported three mini-grants which have resulted in the realization of articulation agreements at the program level.

The program-level agreements reflect a set of common procedures that were followed in realizing articulation. The first step is the analysis of curriculum content. Faculty representing both levels meet and examine the competencies which comprise the programs. Areas of overlap or common coverage are identified. Further, levels of competency-achievement are compared. The participants decide at what level the secondary student has met the minimum criteria for completion of beginning college courses. Once this decision has been reached, phase two of the program-level agreement can be developed.

The level of minimum competence achievement is basic to articulation. After the level has been agreed upon, the procedure for credentialing the competence becomes important. There are three general credentialing procedures: advanced placement, awarding of college credit, or challenge examination. Each type is

reflected in one of the program-level agreements in effect between HJC and the Board of Education.

The DE/DO Cooperative Education program selected the advanced placement procedure (see Appendix B). The rationale is quite clear: DE/DO students have developed competence in job-related skills. There is no need for them to be denied the use of these skills following matriculation. Therefore, those involving articulation may continue with job placement using the cooperative education model.

The Business Education-Secretarial Science program developed a procedure for awarding college credit for competency achievement (see Appendix C). The participating faculty felt that the technical nature of the subject matter made it possible to award credit. The result is a student who can concentrate on continued subject matter mastery and complete the associate degree more quickly.

The Practical Nursing-Associate Degree Nursing agreement requires a challenge examination (see Appendix D). The external regulation and licensure provisions of nursing programs made this option the most practical. If the student is successful in passing the theoretical and clinical area exams, seven credits are awarded. Therefore, the student is able to progress toward the degree with expedition and a viable "ladder" exists in nursing.

The functioning program-level agreements underscore the value of articulation. It is relevant to examine how the model has impacted upon college programs and what plans exist for establishing systemwide program-level agreements.

The Impact of Articulation

The program-level agreements for Business Education-Secretarial Science and

Practical Nursing-Associate Degree Nursing have been in effect for two years. The former has produced an enrollment increase at the college of eight percent in the secretarial science program. The collegewide average increase for the same period has been three percent. Each student who has entered the program via the articulation agreement has completed a questionnaire. Eighty-five percent selected the program because of the agreement. Sixty-five percent chose the college because the agreement was in effect. Finally, students using the articulation agreement have been tracked as they complete degree requirements. They made higher grades than students not using the agreement and they tend to complete degree requirements earlier.

The nursing experience has been more modest. Nine percent in the current program are users of the agreement. They are doing as well as non-users in the program. Given the structured nature of nursing, it is impossible for students to complete degree requirements early. It is too soon to have had any articulation agreement users write the licensing examination. It is legitimate to expect, however, that they will fare better than non-users because of their richer background.

The DE/DO Cooperative Education agreement has been in effect for one year. The ten students who took advantage of the opportunity have done as well as non-users in the work setting. More importantly, all of them indicated that they came to the college and chose the program because of the agreement. In a time of plateauing enrollment, this statistic alone would be sufficient to recommend the development of articulation agreements.

In essence, preliminary involvement with articulation has been satisfactory. Students are better served; programs are made more efficient and receive

increased enrollment; and faculty develop a better working relationship with their secondary colleagues. Both agencies desire to expand the program-level agreement process so that it becomes systemwide. A grant funded by the Appalachian Regional Commission's (ARC) Regional Education Service Agency will make this desire a reality during fiscal 1982.

Systemwide Articulation

Washington County is part of Maryland's Appalachian region. Therefore, county agencies are eligible for developmental funding on a project basis. HJC and the Board of Education have prepared a joint project to effect systemwide program-level articulation.

The mechanism for realizing the goal is the model described above with a major modification. It will not be necessary to rely on limited mini-grant financial support. Therefore, faculty will be assembled during the summer in larger numbers for a longer period of time (see Appendix E). The result should be more complete agreements requiring less testing and modification. Further, because ARC grants are five years in duration, it will be possible to review, evaluate, and revise all agreements in a systematic fashion. The result of this project should be a comprehensive commitment to articulation involving all programs that have the potential for duplication of instruction. The goal of the county agreement of 1974 is within reach!

Conclusion

The rationale for vocational program articulation has been spelled out in this presentation. Further, a model has been described that will realize functional articulation at the program level. Perhaps the only question that remains is

why articulate? Bushnell answers the question concisely: "Local vocational educators should accept responsibility for communicating to employers, parents, and students that the development of vocational skills is a lifetime process. Institutions...should meet to orchestrate a set of coordinated programs designed to serve the needs of people at various stages in their working careers. Program articulation is viewed...as simply enlightened self-interest."⁵

In conclusion, when the philosophic Machiavelli penned the lines that "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things," he might have been describing articulation. After five years of involvement, it is safe to say that the "new order" is in place and working to the benefit of all: students, faculty, and agencies.

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References

1. McDougle, Larry G. "Occupational Education: Whose Responsibility? Secondary or Postsecondary Schools?" Community College Review, Vol. II, No. I (Spring, 1974), p. 26.
2. Tangman, Ruth S. (ed.) Articulation: A Study by the National Advisory Council on Vocational Education (Washington, D.C.: NACVE, 1976) p. vi.
3. Bender, Louis W. "Is Articulation for Real?" in Gill, Angelo C. (ed.) The Seventh Annual Pennsylvania Conference on Postsecondary Occupational Education: Articulation in Vocational Education (University Park, Pennsylvania: Center for the Study of Higher Education, The Pennsylvania State University, 1976) pp. 35, 40.
4. Bushnell, David S. AACJC/AVA Joint Study: Cooperation in Vocational Education (Washington, D.C.: AACJC, 1978) pp. 1, 8, 25.
5. Ibid., p. 23.

Appendices

- A. Articulation Agreement: Washington County Board of Education and Hagerstown Junior College
- B. Advanced Placement Document: DE/DO Cooperative Education
- C. Articulation Agreement: Business Education - Secretarial Science
- D. Advanced Placement for the Licensed Practical Nurse: HJC - Washington County Board of Education
- E. ARC Articulation Project proposal format and procedures

ARTICULATION AGREEMENT BETWEEN WASHINGTON
COUNTY BOARD OF EDUCATION AND
HAGERSTOWN JUNIOR COLLEGE

Appendix A

Whereas it is the desire of the above named parties to provide expanded educational opportunities to the youth of Washington County, and

Whereas it is the intent of the Washington County Board of Education to release secondary school students for the purposes of extended studies, and

Whereas it is the intent of the Hagerstown Junior College Board of Trustees to provide extended educational opportunities to those students released by the Washington County Board of Education, and

Whereas it is the intent of the above named parties to reduce overlap and duplication of instruction in educational programs of study that are similar in content.

Be it herewith resolved that the following agreement is entered into:

1. Instructional faculty within the two educational systems will meet to determine whether similarities in educational experiences provided to students of the two systems appear to result in an overlapping or duplication of instruction when a student completes a secondary educational program of study and enters a post-secondary program of study. Where overlapping or duplication of instruction appears to be evident, an attempt will be made on the part of both systems to identify methods of advance placement or the granting of credit for past learning experiences. The method of granting advance placement or granting of credit will be specified in individual program letters of agreement which will become a part of this agreement upon approval by the appropriate administrative channels within each separate educational system.

2. The Washington County Board of Education will provide for approved and currently enrolled secondary students a program of early release designed to allow selected students to leave secondary educational facilities for the purpose of pursuing advance study at Hagerstown Junior College in an approved program of study. The early release program will provide for part-time as well as full-time release for those students desiring to participate in the program.

3. Hagerstown Junior College will provide for those secondary students approved for early release a procedure whereby they may enroll in transfer or career programs at the college for the purpose of pursuing advance study.

The following policies shall govern the above agreements between Washington County Board of Education and Hagerstown Junior College:

A. Identification Process for Selecting Students

1. Washington County Board of Education will establish criteria by which students will be selected to participate in the early release program of study. The selection criteria will become a part of this agreement upon approval through appropriate administrative channels

of the Washington County Board of Education.

2. Hagerstown Junior College will establish prerequisites for entrance into program areas if it appears prerequisites are desirable.
 - a. Specifics of any prerequisites established will be included within program letters of agreement as they are developed.
 - b. An absence of specifications for articulation between programs will not preclude advance placement nor exclude credit by examination for programs of study at Hagerstown Junior College where such specifications have not been formalized with the WCBE. Requests for admission into programs not articulated will be processed individually and given all possible consideration.
3. Advance placement criteria for students who have successfully completed a secondary vocational program of study will be established by HJC to enable students to be placed beyond the entrance level of programs of study where feasible. Minimum levels of proficiency may be determined by certification of the level of proficiency by representatives of the WCBE, or may be determined through credit by examination by HJC. Credit by examination may include either cognitive or psychomotor demonstrations of proficiency, or both.
 - a. The manner of certification of level of proficiency will be specified in the program letter of agreement.
 - b. Examinations for credit by examination will be developed by HJC.
4. Students who are selected to participate in the early release program will be identified by the WCBE at least one semester preceding the student's enrollment at HJC.

B. Financial Considerations

1. Students who are selected to participate in the early release program will be expected to pay the appropriate tuition and fees that may be assessed by HJC for their programs of study based on the current charges made by the college for all students enrolled.
2. Students who are applying for credit by examination will be expected to pay the fee that is assessed by Hagerstown Junior College for the administration, evaluation and recording of the examination.
3. Students who enter HJC under either the early release program or via the advance placement or credit by examination program may apply for student financial aid through the appropriate channels at the college. Financial aid awards will be based on current policies and regulations that may be in effect at the time application is made through the college.
4. Reimbursement of tuition and fees requested by students who may elect to withdraw from this agreement will be based upon existing policies and regulations in effect at HJC at the time of the request for reimbursement.

5. There will be no exchange of funds between the Washington County Board of Education and Hagerstown Junior College for expenses that may be incurred by either party as a result of this agreement.

C. Transportation

All students who participate in a program of study at Hagerstown Junior College under this agreement will be responsible for providing their own transportation to and from classes at the College.

D. Student Dismissals or Withdrawals

1. Secondary students who may be academically or disciplinarily dismissed from HJC, or students who may elect to withdraw from the college prior to completing the academic year will be returned to the WCBE for placement within an existing program in the secondary school system.
2. Students who have completed high school but who enter HJC under this agreement for advance placement will fall under the same rules and regulations established for all students enrolled at HJC for collegiate level education.

E. Identification of Program Areas for Articulation

1. Articulation efforts will be made in all career program areas where there appears to be similarity or overlap in instructional content. Maximum efforts will be made in the areas listed below:

HJC

Hospitality
Data Processing
Accounting & Business
Executive Secretarial
Electrical Eng. Technology
A. D. Nursing
General Merchandising
Mechanical Eng. Technology

WCBE

Food Service Management
Data Processing
Business Education
Secretarial
Electrical & Electronics
Practical Nursing
Distributive Education
Heating & Air Conditioning

2. As new programs are offered at either level of education, articulation efforts will be explored and implemented where feasible.
3. Individual program letters of agreement will be developed between all program areas where articulation can take place. These letters of agreement will become a part of this agreement after they have been approved through the appropriate administrative channels within the WCBE and HJC.

F. Faculty Sharing

Where faculty members at the secondary or post-secondary levels possess exceptional skills or knowledge in their respective program areas and where presentations at the complimentary level would be beneficial to the respective program, faculty members will be encouraged to share their expertise between the levels of education. All faculty sharing activities will be coordinated through the appropriate administrative channels prior to taking place. A formal request will be made from the

educational level requesting a specific faculty member to share his/her skills or knowledge. The request must include as a minimum the time and place for the presentation, the topic to be covered or the skill to be demonstrated, the number of students to be involved in the class, special equipment or supplies needed during the sharing process, and the individual to be contacted for coordination. Requests should be made far enough in advance to provide for appropriate preparation on the part of the faculty member to be involved.

G. Introduction to Vocations Orientation

The WCBE will cooperate toward developing, dissiminating, and presenting occupational information to students within the public school system concerning the process of choosing a career. Such information will include, as a minimum, an orientation on career programs at the secondary and post-secondary levels and the articulation agreements that have been made between the systems of education.

This agreement will become affective upon approval by the Washington County Board of Education and the Hagerstown Junior College Board of Trustees, and upon signatory of the chairpersons of the respective board. Upon implementation, this agreement will continue on an annual basis until one of the parties petitions the other party to end the agreement.

Such petition to end this agreement must: (1) be submitted one year in advance of the intent to terminate; (2) must be submitted in writing, signed by the chairperson of the board making the petition, and (3) must be delivered to the chairperson of the second party to the agreement. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination one year following the date of delivery.

Chairperson, Washington County
Board of Education

Chairperson, Hagerstown Junior
College Board of Trustees

Superintendent of Schools
Washington County School System

President
Hagerstown Junior College

revised 4/21/78



Hagerstown Junior College

751 Robinwood Drive ■ Hagerstown, Maryland 21740 ■ 301 ■ 790 ■ 2800

Dear DE/DO Student:

A duly authorized committee of Washington County Work Study Coordinators and Administrators from Hagerstown Junior College has formulated an agreement whereby graduates of the DE/DO Programs in Washington County may apply for advanced placement in Cooperative Education at HJC.

In order to qualify for advanced placement, a DE/DO student must meet the following requirements.

1. The applicant is a DE/DO Student (Graduate).
2. The applicant will be eligible for graduation pending successful completion of the current session, or in the case of a former student, have graduated from high school within the past 15 months.
3. The applicant has been accepted for admission to Hagerstown Junior College.
4. The applicant must complete the enclosed application.

**ADVANCED PLACEMENT APPLICATION
COOPERATIVE EDUCATION
HAGERSTOWN JUNIOR COLLEGE**

NAME

SSN

ADDRESS

TELEPHONE #

HIGH SCHOOL

DATE OF GRADUATION

LIST DE/DO EMPLOYER(S) & ADDRESS:

BRIEFLY DESCRIBE YOUR WORK EXPERINECE (INCLUDE LENGTH OF EMPLOYMENT):

OTHER WORK EXPERIENCE, IF ANY:

WORK STUDY COORDINATOR'S RECOMMENDATION:

COORDINATOR'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

MEMO

TO: Washington County Business Education Teachers and Counselors
FROM: Secretarial Science Articulation Committee
DATE: May 4, 1979
SUBJECT: ARTICULATION IN SECRETARIAL SCIENCE

The following items are presented for your information:

1. The articulation agreement applies only to students who attended or who are attending Washington County schools. These students must be enrolled in the HJC Secretarial Science program areas of Professional Clerk-Typist, Secretarial Administration, or Executive Secretarial.
2. There will be no charge by the College for college credits granted for skills attained on the high school level. However, credit-by-exam fee is still in effect if such a test is administered.
3. The attached Student Profile of Office Skills must originate from the high school teacher. These forms are available at the high school. Certification by the high school instructor is designated on the form. When registering, most students will "hand carry" the form to HJC. Some teachers might prefer to mail the form to the secretarial science teachers. Making a duplicate copy to be filed in the student's permanent record file at the high school is strongly recommended.
4. In the machines area, students can be exempt from machine(s) in Business Machines SEC 105 and/or SEC 106. A student cannot, however, be exempt or receive college credit for either course by high school certification. Credit by exam will apply to these courses.
5. In the typing area, students receive certification from the high school instructor for speed* and production rates only. In addition, an objective placement test will be administered by secretarial science personnel (no charge for this test). Depending on test results and typing rate, students can receive college credit for Typewriting I SEC 101 and/or Typewriting II SEC 102--each course worth three credits. College credit will be given after the successful completion of the advanced placement course (usually end of the semester).

*Suggested minimum speed for five-minute timed writing (based on one error per minute) is 45 words per minute.

ARTICULATION IN SECRETARIAL SCIENCE

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In the shorthand area, students can receive college credit (five credits) for Shorthand I SEC 103 if certified by the high school teacher for successfully completing two years of shorthand and attaining a minimum dictation speed of three minutes at 100 words a minute with 95 percent accuracy on transcription. College credit for SEC 103 will be given following the successful completion of Shorthand II SEC 104 (usually end of the semester).

7. No grade will be issued for college credits earned through high school certification. Credits only should appear on student's college transcript.
8. Students have the option of rejecting high school certification and, therefore, enrolling for any of the courses involved. Also, students can challenge lack of high school certification by taking credit by exam; credit-by-exam fee will then apply.
9. SEC 206 Secretarial Management does not apply to the articulation agreement.
10. The 1979-80 academic year will be the second year for these procedures, some of which have been revised since the first year, 1978-1979. All faculty, staff, and students involved are invited to give feedback--positive and negative--to committee members.

Attachment: Student Profile of Office Skills

Washington County Board of Education - Hagerstown Junior College
Articulation Program in Business Curricula

Student Profile of Office Skills

Name
Home Address
.....
.....
High School
Date of Graduation
Social Security Number
Phone Number
High School Program
.....

Business courses taken, or taking, and grade:
1.
2.
3.
4.
5.
6.
7.
8.
9.

Employment Record

1.
2.
3.

Office Machines

Date Tested

..... Ten-Key Adding Machine
..... Ten-Key Printing Calculator
..... Rotary Calculator
..... Electronic Calculator
..... Full-Key Adding Machine
..... Bookkeeping Machine
..... Transcriber
..... Electric Typewriter
..... Selectric
..... Type-Bar
..... Manual Typewriter
..... Fluid Duplicator
..... Mimeograph
..... Offset
..... Photocopy Machine
..... Cash Register
..... Others (specify)

Office Skills

Date Tested

..... Typewriting (5 minute)
Speed:
..... Gross wpm/errors
..... wpm production
..... Filing
..... Alphabetic
..... Geographic
..... Numeric
..... Subject

..... Others (specify)
.....
.....
.....
.....

Skill Certification - Secondary Education

..... has successfully completed two years of Gregg Shorthand
obtaining a dictation speed of 100 words a minute for three minutes with 95 percent accuracy on transcription.

Certifying Teacher

Date

Student's Signature

Date

Parent's Signature

Date

Teacher's Signature

Date

HAGERSTOWN JUNIOR COLLEGE
WASHINGTON COUNTY BOARD OF EDUCATION
HAGERSTOWN, MARYLAND

ARTICULATION PROGRAM
Student Survey

DATE _____

Under the provisions of a joint articulation agreement between the Washington County Board of Education and the Hagerstown Junior College Board of Trustees, business graduates of Washington County's secondary schools may receive college credit or advanced placement for work successfully completed at the secondary level. The three skill areas concerned are business machines, shorthand, and typewriting.

Through this survey you have an opportunity to have input into this articulation program. Please give each question careful consideration. We are genuinely interested in receiving a complete and detailed evaluation from each of you.

1. High school from which graduated: _____
2. In high school I was enrolled in the following program: (Check one)
☐ Accounting
☐ Clerical
☐ Secretarial
☐ Other (please explain)
3. At HJC I am enrolled in the: (Check one)
☐ Executive Secretarial program
☐ Secretarial Administration Certificate program
☐ Professional Clerk-Typist Certificate program
4. I have received college credit and/or advanced placement in:
(Check those that apply)
☒ business machines
☐ shorthand
☐ typewriting
5. What do you feel are the strengths of the articulation program?
6. What do you feel are the weaknesses of the articulation program?
7. What changes would you suggest to improve the articulation program?
8. Based on your high school education, what were your (personal) weaknesses, if any, as to the business skills required in advanced placement?

Appendix D

Hagerstown Junior College
Nursing Program
ADVANCED PLACEMENT FOR THE LICENSED PRACTICAL NURSE
of the
Career Studies Center
Hagerstown, Maryland

Licensed practical nurses who meet special requirements will be given credit by examination in Nursing 101 (7 credits). Admission into the Spring Semester of the first year of nursing reduces the program by one semester if all other required courses as outlined in the program are completed.

REQUIREMENTS FOR ADVANCED PLACEMENT

The Licensed Practical Nurse who is accepted for advanced placement will have

1. met all requirements for admission to the College and Nursing Program
2. graduated from a state-approved, licensed practical nurse program
3. worked as a Licensed Practical Nurse or graduated from the Career Studies Center nursing program within the past year
4. achieved a grade of 450 or above on the Practical Nurse licensing examination (may be waived)
5. obtained recommendations from persons who have supervised his/her work
6. taken a comprehensive examination in Nursing 101 and achieved a score of 80 or above
7. passed a clinical competency test by examination of performance in the clinical area
8. have college credit for the following courses with a minimum grade of C, or be eligible to take the following courses

English 101, 102	(3-6 credits)
Psychology General	(3 credits)
Sociology	(3 credits)
Anatomy & Physiology	(4-8 credits)
Orientation	(1 credit)

LOGISTICS

The applicant will

1. obtain a course outline - Nursing 101, Foundations of Nursing, from Division Chairperson (CP 103)
2. arrange to take the comprehensive examination; pay the \$20.00 fee
3. if a theoretical grade of 80 or better is achieved, make arrangements with the instructor for testing of clinical competency
4. pay \$30.00 fee for testing in the clinical area

TO BE EXEMPT FROM NURSING 101 AND TO RECEIVE CREDITS (7), THE APPLICANT MUST MEET SATISFACTORY LEVELS OF PERFORMANCE IN BOTH THEORETICAL AND CLINICAL AREAS.

WASHINGTON COUNTY CAREER STUDIES CENTER
PRACTICAL NURSING PROGRAM

REQUIREMENTS FOR ADVANCED PLACEMENT

The Career Studies Center Practical Nursing Program will provide advanced placement by challenge examination for applicants desiring entrance into Practical Nursing Program, who by virtue of previous nursing education believe that specific courses may involve repetitive learning.

Requirements

The applicants who wish to enroll under the advanced placement program must submit:

1. A formal application of admission to the Career Studies Center Guidance Office
2. A copy of the high school diploma or a certificate of high school equivalence.
3. A transcript from any prior education in nursing (diploma, associate degree, B.S.)
4. Three personal references and one must be from a basic school of nursing.

Any applicant who has been out of a nursing program for more than one year will not be granted advanced placement.

Each applicant's transcript will be evaluated individually by the faculty of the Practical Nursing Program for:

1. Length of time in a previous nursing program.
2. Courses completed and grades earned.
3. Clinical experience and grades earned.

After evaluating the applicant's transcript and interviewing the applicant, an individual program will be made for each student who has been accepted for advanced placement. The applicant will be required to take written and performance examinations in Fundamentals of Nursing. The applicant will also be given written examinations in the following courses: Nursing in Society, Nutrition, Pediatric Nursing and Obstetrical Nursing. A score of 80% or above must be achieved in theory and in clinical performance on the areas challenged.

Unchallenged areas must be taken in their entirety.

The length of enrollment will be determined by areas successfully challenged and therefor will be an individual matter.

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

Occupational Program Articulation
Proposal Format

I. Subject Matter Area

- A. Indicate briefly the specific program area that is to be articulated.
- B. Provide a letter of participation from program personnel at the Board of Education.
- C. Specify how the proposed articulation will benefit the students in the program area.
- D. Discuss the time table for implementation of the proposed articulation.

II. Project Objectives

- A. Identify what you plan to do: Compare common competencies; design advance placement procedures; structure performance examinations.
- B. Include the components of the articulation which will be prepared: list of procedures, testing regulations, performance criteria, etc.
- C. List any specific resources needed to accomplish the objectives: audio-visual, library, or clerical services.
- D. Describe the time frame required to achieve the objectives: one week through four weeks.
- E. Indicate the number of personnel from the college and the Board of Education who will take part in the project.

III. Evaluation

- A. Prepare a plan for implementation and a timetable to effect the articulation.
- B. Design a procedure for a formative evaluation to be conducted by a representative of the Office of Instructional Affairs during the execution of the project.
- C. Develop a descriptive report presenting the accomplishments of the project to be submitted thirty days following the completion of activity.

ARTICULATION PROCEDURE
(Between Washington County and Hagerstown Junior College)

Phase I - Initiation of Procedures

Contact HJC Dean of Instructional Affairs. Obtain packet of materials (copy of Articulation Agreement, samples of programs previously articulated, and outline of procedures). Washington County and HJC faculty are selected for participation in proposed articulation program.

Phase II - Analysis of Curricula

Faculty members from the high school and college programs to be articulated meet to become thoroughly familiar with the curriculum offered in both programs. The faculties will bring to this meeting copies of their curricula, textbooks, and other supplementary materials. These will be discussed, compared and explained in order that all aspects and requirements of both programs are understood by all concerned. Upon completion of meeting, Dean of Instructional Affairs will be notified of results.

Phase III - Criteria for Advanced Placement and/or College Credit Require-

ments for completion of the high school program and
prerequisites for admission to the college program are discussed. The specific courses which may be given credit are identified. The course of study from which applicants for advanced placement will be awarded will be discussed.

A decision is made about how advanced placement will be granted (blanket credit vs. challenge examination). The application and limitations of the agreement are identified. Clarification is made concerning the programs/schools/students to which the articulation agreement does/does not apply. If applicable, other

means of articulation (joint meetings, community projects, etc.)
between programs can be discussed and planned.

Phase IV - Finalization of Articulation Agreement

The writing of the articulation agreement should be done during this meeting. Medium/media should be chosen to communicate the formulation of the Articulation Agreement. Planning should also provide for a formal evaluation and follow-up procedure.

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